

# REPORT CARD TO THE PUBLIC- School Year 2005 – 2006

## The Idaho School for the Deaf and the Blind

This report is a summary of some indicators of the performance of our school during the 2005-2006 school year. No single report can tell the whole story of ISDB's educational program or the people who work and learn here. We encourage you to find out firsthand by visiting our school. If you are a parent of one of our students, we invite you to take an active role in your child's learning because studies show that when parents are involved, students do better in school.

### ISDB's MISSION

- ISDB's purpose is to provide effective supplemental services, information, and resources to lead agencies and families throughout Idaho.
- ISDB provides a continuum of educational opportunities designed to meet the needs of children, families, and service delivery partners.
- ISDB's educational philosophy of rigor and excellence results in student access to the world at large.

### ISDB's VISION

Access, Independence and Meaningful Integration for Everyone

### HOW WE ARE IMPROVING

- Provided Teacher Teams a Common Planning Time
- Established a Jr. National Association of the Deaf (Jr.NAD)
- Published Four Issues of ISDB *Optimist* Newsletter
- Continued After School 'FROG' Program
- All School Policies under Review and Revision
- Hosted the 2nd Curriculum/ Assessment Development Workshop
- Developed an Independent Living Curriculum
- Developed a Families and ISDB Together
- Developed a Sign Language Assessment Position
- Continued to Expand and Upgrade Technology Tools and Access
- Parent Representatives on the School Improvement Committee
- Implemented Suggestions from the OPE and first State Board of Education Recommendations

### WHAT WE CELEBRATE

- Family Weekend Program
- 100% Staff Participation in Sign Language Classes
- Active Student Council (Meets Monthly with Administration)
- Robust Athletic Program
- Three Graduation Scholarships Awarded
- One Student Recognized by the Idaho Dairy Association
- 25% of Graduates Enrolled in College/Post Secondary Training
- Students Presented Four School-Wide Workshops
- Dr. Suess Read Across America Day
- Service Learning – Creating Sandbags for Flooding in Gooding

### STRENGTHENING PARTNERSHIPS

- |  |                             |
|--|-----------------------------|
| • ISDB Foundation                                      | Health and Welfare          |
| • Vocational Rehabilitation                            | Wood River Lion's Club      |
| • Ridley's Supermarket                                 | Hands and Voices            |
| • College of Southern Idaho                            | Young Eagles Program        |
| • Idaho Grange   | Walker Center               |
| • Idaho Youth Ranch                                    | Clarkson Dairy              |
| • Zeppes' Pizza  | Valley Country Store        |
| • T & L Power Equipment                                | Magic Valley Youth Services |
| • Ranch Bowling  | Boise Philharmonic Symphony |
| • Idaho Legal Aid Services                             | Young Eagles                |
| • Sun Valley Adaptive Ski Sports                       | Gooding Public School       |
| • Division of Professional and Technical Education     |                             |
| • Council for the Deaf and Hard of Hearing             |                             |
| • Idaho Commission for the Blind and Visually Impaired |                             |

### ABOUT SCHOOL DISCIPLINE

There have been no students expelled from ISDB during the past five years.

### ISDB SCHOOL COMMUNITY

ISDB offers education programs and services to residential and outreach students. There are many factors, such as how often a child attends school, experience with English language, handicapping condition, etc. that influence school achievement. Measuring these characteristics helps us to understand our student's needs. Number of students served. 34 Day , 38 Residential

### COTTAGE LIFE PROGRAM

A residential program is offered to students whose families live too far away from Gooding to be day students. The cottage life program offers varied after-school activities for students. All students travel home each weekend. Number of students served. 34

### ABOUT OUR STUDENTS

Residential		
Gender	Male	Female
	61%	39%
Ethnicity	Caucasian	Latino
	71%	26%
	Am. Indian	Asian
	1%	1%
	Black	
	1%	
Special Education	100%	
Low Income	62%	

#### Outreach

340 VI/Blind Students                      476 Deaf/HH Students

#### Post-Secondary

34 Students Served

We thank all parents who are able to visit the school during the year.

### ABOUT OUR PARENTS

Attended IEP Meetings	93%
On Campus Family Weekend Participants	18%

We are committed to ensuring that our students are taught by a highly trained and qualified staff of instructors. Teachers demonstrate continuous improvement through participation in professional development workshops and college courses.

### ABOUT OUR TEACHERS

#### Campus (Residential and Day Program)

75% Highly qualified teachers    67% with Master's Degrees  
20% Teaching with a letter of authorization  
100% Special Education Teachers

#### Additional Certified Staff

Librarian, IEP Coordinator/Transition Coordinator, Counselor, Post Secondary Coordinator, Assessment Specialist, SLP, Principal, Home/School Coordinator/Assistant Principal, Director of Curriculum and Special Services, and Director of Student Services  
88% are highly qualified  
11% of above with a letter of authorization

#### Outreach Consultants

Deaf/Hearing Impaired                      17  
Blind/Visually Impaired                      13  
100% Special Education Teachers

#### Additional Certified Staff

Directors of Outreach – Blind Visually Impaired and Deaf/Hard of Hearing

### ABOUT CLASS SIZES

Elementary School	13	Middle School	12
High School	35	Special Needs	11

### OUR SCHOOL ENVIRONMENT

ISDB's goal is to provide a place for students to learn without distractions and concerns for safety. We closely monitor activities on our campus and offer programs to prevent alcohol, tobacco, and substance abuse. As required by state and federal laws and rules, we collect, monitor, and report on crimes and substance abuse incidents on our campus and at school activities.

## ISDB'S ACADEMIC ACHIEVEMENT

The following details the performance of ISDB students meeting state standards in reading, math, and language arts and the progress of the school in reaching state and federal education goals.

### 2005-06 ADEQUATE YEARLY PROGRESS ASSESSMENT REPORT

#### Idaho School for the Deaf and Blind, Grades 3,4,5,6,7,8,10

The goal for schools, district, state, and nation is for all students in grades 3 through 8 and 10 be proficient in reading, math, and language by the spring of 2014. In 2005-06, students in grades 3 through 8 and 10 were tested using the Idaho Standards Achievement Test (ISAT). This report shows the percentage of the school's students meeting state goals for reading proficiency and the percentage of our school's students meeting state goals for proficiency. This report shows required comparison of our school's students and the state.

All Students	ISAT Reading		ISAT Math		3 <sup>rd</sup> Indicator Language Usage	Did The Idaho School for the Deaf and Blind make adequate yearly progress for 2005-06?  <i>No</i>  <b>IF no, which of the school's academic goals were not met?</b>  <i>Math Proficiency</i> <i>SWD Math Proficiency</i>  <b>Reading Status</b>  <i>*School Improvement Year 2</i>  <b>Math Status</b>  <i>School Improvement Year 3</i>
	% tested Goal 95%	% proficient Goal 72%	% tested Goal 95%	% proficient Goal 60%		
<b>Grades 3,4,5,6,7,8,10</b>	Sch 97.37%	Sch 25.71%	Sch 97.37%	Sch 17.14%	Sch 17.14%	
Grades 3, 4,5,6,7,8,10	St 99.43%	St 84.16%	St 99.41%	St 82.79%		
Grades 3, 4,5,6,7,8,10 * SWD	St 98.79%	St 46.31%	St 98.74%	St 51.23%		

\*SWD – Students With Disabilities

\* ISDB made Adequate Yearly Progress in Reading through 'Safe Harbor'. Safe Harbor means that the percent of proficiency increased by a minimum of 15% from Spring 2005 to Spring of 2006.

This report only reflects the performance of students who were enrolled for a full academic year. To protect the privacy of individual students the following symbols are used: >95%-A group with proficiency percentages greater than 95% <5/5 – A group with proficiency percentages less than 5%

\*\*\* These targets only count for schools using Safe Harbor, an alternative method for determining if progress was made.

\*No students reported for this group.

To protect the privacy of individual students, results for groups of less than 10 students or with percentages greater than 95% or less than 5% will not be reported. All scores are included in district and state total